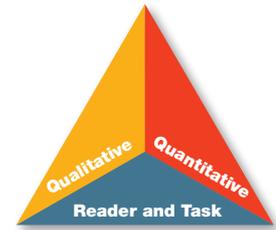


# Text-Based Comprehension



## Text Complexity Measures

Use the rubric to familiarize yourself with the text complexity of *Henry and Mudge and the Starry Night*.

### Bridge to Complex Knowledge

<b>Quantitative Measures</b>	<b>Lexile</b>	430L
	<b>Average Sentence Length</b>	7.73
	<b>Word Frequency</b>	3.54

<b>Qualitative Measures</b>	<b>Levels of Meaning</b>	understand realistic fiction; character motivation
	<b>Structure</b>	simple; close alignment between images and text
	<b>Language Conventionality and Clarity</b>	clear, literal language; some jargon
	<b>Theme and Knowledge Demands</b>	simple theme; common experiences; a basic knowledge of camping and constellations; references to other literary text (movie reference)

<b>Reader and Task Suggestions</b>	<b>FORMATIVE ASSESSMENT</b> Based on assessment results, use the <b>Reader and Task Suggestions</b> in Access Main Selection to scaffold the selection or support independence for children as they read <i>Henry and Mudge and the Starry Night</i> .	
	<b>READER AND TASK SUGGESTIONS</b>	
	<b>Preparing to Read the Text</b>	<b>Leveled Tasks</b>
	<ul style="list-style-type: none"> <li>Review strategies for understanding synonyms. Refer to the Vocabulary lesson on p. 88f.</li> <li>Discuss the value of a table of contents for a story.</li> <li>Remind children that as they encounter unfamiliar words, they may need to read more slowly and think about how each word is used.</li> </ul>	<ul style="list-style-type: none"> <li><b>Levels of Meaning • Synthesize</b> If children have difficulty understanding camping experiences, have them draw conclusions about camping from the illustrations.</li> <li><b>Theme and Knowledge Demands</b> If children have difficulty with references in the text, such as <i>the Big Dipper</i>, have them use context to help them determine meaning.</li> </ul>

**Recommended Placement** Both the qualitative and quantitative measures suggest this text should be placed in Grade 2–3 text complexity band, which is where both the Common Core State Standards and the *Scott Foresman Reading Street* have placed it. Children should be encouraged to access the unfamiliar vocabulary using the context clues and images.